



THE IMPACT OF THE ARABIC CLUB EXTRACURRICULAR ACTIVITIES ON THE ENHANCEMENT OF SPEAKING PROFICIENCY AT SMPS MUHAMMADIYAH 01 MEDAN

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Abstract

Speaking skill (*Maharah Kalam*) is one of the essential competencies to be mastered in Arabic language learning. However, it often does not receive sufficient attention in formal Arabic language classes. Therefore, extracurricular activities such as the Arabic Club are seen as an effective solution to develop Arabic language skills, particularly *Maharah Kalam*. This study adopts a quantitative approach using a survey method and data analysis conducted through the SPSS application. The research sample consisted of 38 students who actively participated in the Arabic Club extracurricular program at SMPS Muhammadiyah 01 Medan. The results indicate a positive and significant influence between students' active participation in the Arabic Club and their speaking skill (*Maharah Kalam*). This study highlights that practice-based learning outside the classroom, such as through extracurricular programs like the Arabic Club, plays an important role in enhancing students' Arabic speaking abilities at SMPS Muhammadiyah 01 Medan.

Keywords: Maharah Kalam; Arabic Club; Arabic Language Learning

Abstrak

Maharah Kalam merupakan salah satu keterampilan yang penting dikuasai dalam pembelajaran Bahasa Arab, namun kerampilan ini sering tidak mendapatkan perhatian yang optimal dalam pembelajaran formal dalam pelajaran Bahasa arab, oleh karena itu, ekstrakurikuler Arabic club dilihat sebagai solusi yang tepat untuk mengembangkan keterampilan bahasa arab seperti maharah kalam. Penelitian ini menggunakan pendekatan kauntitatif dengan metode survei dan Teknik analisis data melalui Aplikasi SPSS. Sampel penelitian berjumlah 38 siswa yang aktif mengikuti ekstrakurikuler Arabic club di SMPS Muhammadiyah 01 Medan. Hasil penelitian menunjukan Adanya pengaruh positif serta signifikan antara keaktifan dalam kegiatan Arabic club terhadap *Maharah Kalam* siswa. Penelitian ini menunjukan bahwa pelajaran yang berbasis praktik diluar kelas seperti ekstrakurikuler Arabic club mempunyai peran penting dalam meningkatkan kemampuan *Maharah Kalam* pada siswa di SMPS Muhammadiyah 01 Medan.

Kata Kunci: Maharah Kalam; Arabic Club; Pembelajaran Bahasa Arab



INTRODUCTION

Arabic is not only one of the international languages recognized by the United Nations, but it also holds an important position—not only as a language used by a particular religion, but also as a language of knowledge and global communication¹. In learning Arabic, there are several essential skills that students must master, namely *maharah istima'* (listening skills), *maharah qira'ah* (reading skills), *Maharah Kalam* (speaking skills), and *maharah kitabah* (writing skills)². This study focuses on *Maharah Kalam* or speaking skills. *Maharah Kalam* refers to the ability to speak the language fluently with proper sentence structure, appropriate vocabulary usage, and confidence and courage in communication³. At the junior high school level, speaking skills are one of the core components assessed in Arabic language learning and are expected to be mastered by students. However, in reality, speaking is often the weakest of the four Arabic language skills—listening (*maharah istima'*), speaking (*maharah kalam*), reading (*maharah qira'ah*), and writing (*maharah kitabah*)⁴.

At the junior high school level, speaking skills (*maharah kalam*) are one of the key components assessed in Arabic language learning and are expected to be mastered by students. However, in reality, speaking remains one of the weakest skills among the four Arabic language competencies: listening (*maharah istima'*), speaking (*maharah kalam*), reading (*maharah qira'ah*), and writing (*maharah kitabah*)⁵. This is largely due to the limited opportunities students have to actively practice Arabic in everyday communication, both inside and outside the classroom. Experiential Learning Theory is particularly well-suited for this study, as it emphasizes direct experience and practice-based learning. This aligns closely with the activities conducted in the Arabic Club extracurricular program, such as role-playing, games, speeches, and serving as a master of ceremonies⁶. The active involvement of students, the emphasis on real-life experiences as the core of language learning, the encouragement of learner autonomy and intrinsic

¹ Daud Lintang Al Yamin, "Bahasa Arab Sebagai Identitas Budaya Islam Dan Pemersatu Keberagaman Suku," *Ta'limi | Journal Of Arabic Education And Arabic Studies* 2, No. 1 (May 24, 2023): 73–86, <https://doi.org/10.53038/Tlmi.V2i1.60>;

² Lady Farah Aziza And Ariadi Muliensyah, "Keterampilan Berbahasa Arab Dengan Pendekatan Komprehensif," *El-Tsaqafah: Jurnal Jurusan Pba* 19, No. 1 (June 30, 2020): 56–71, <https://doi.org/10.20414/Tsaqafah.V19i1.2344>.

³ Bambang Bambang Dkk., "Planning And Strategies For Maharah Al-Kalam Learning Arabic Language In Madrasah," *Waraqat: Jurnal Ilmu-Ilmu Keislaman* 8, No. 1 (30 Juni 2023): 91–100, <https://doi.org/10.51590/Waraqat.V8i1.457>;

⁴ Fahrudin Aman, "Implementasi *Maharah Kalam* Dalam Belajar Mengajar Dikelas" 1, No. 2 (2023).

⁵ Najmalia Fitra, "Perbandingan Hasil Belajar Maharah Al-Kalam Mahasiswa Program Studi Pendidikan Bahasa Arab Yang Mengikuti Dan Tidak Mengikuti Pembelajaran Bahasa Arab Libam," T.T.

⁶ Berti Arsyad Dkk., "Peningkatan Maharah Al-Kalam Melalui Program 20 Hari Intensif Berbahasa Arab Pada Mahasiswa Program Studi Sastra Arab Umgo," 2024;

⁷ Amalia Sapriati, Mukti Amini, Dan Siti Aisyah, *Experiential Learning*, 1 Ed., Vol. 1 (Penerbit Universitas Terbuka, 2023);

⁸ Azizatul Hakima, "Peran Model Experiential Learning Dalam Pendidikan Berbasis Keterampilan Tata Busana," 2021.

motivation, and the contextual relevance of the lessons all make this theory highly applicable. Moreover, the Arabic Club's activities correspond with Kolb's Experiential Learning Cycle (1984)⁷.

The lack of students' proficiency in speaking skills is a crucial issue to examine, as *Maharah Kalam* not only reflects their linguistic competence but also serves as a key indicator of their ability to interact socially in the context of Arabic communication.⁸ his deficiency is largely due to the lack of adequate facilities, limited practice media, and restricted time allocation in formal learning settings⁹. These limitations hinder the effective delivery of Arabic language instruction and the mastery of essential language skills. As a result, students lack sufficient platforms to develop fluency, self-confidence, and a broad, applicable vocabulary.¹⁰ A number of previous studies have shown Ihsan (2020) Arabic club provides a pleasant atmosphere for learning Arabic in order to improve the skills that exist in Arabic, other studies Intan (2023) extracurricular activities have a very important role in fostering and developing students at school and Musthafa (2021) there is a positive relationship between participation in khitobah practice activities and improvement in Arabic speaking skills. This activity provides students with the opportunity to practice public speaking, which contributes to increasing their confidence and speaking ability. translate to english well and correctly. However, there remains a lack of research specifically addressing the effectiveness of the Arabic Club extracurricular program in improving *Maharah Kalam* at SMPS Muhammadiyah 01 Medan. This issue is important to explore further. Based on this context, the present study focuses on examining how the Arabic Club extracurricular program can influence the improvement of students' speaking skills in the Arabic language. The objectives of this study are to describe the various activities conducted within the Arabic Club, to assess the extent to which these activities contribute to the development of students' *Maharah Kalam* (speaking skills), and to evaluate the role of the Arabic Club as a supportive medium for Arabic language learning outside the formal classroom setting.

⁷ sapriati, amini, dan aisyah, *experiential learning*.

⁸ Aziza And Muliansyah, "Keterampilan Berbahasa Arab Dengan Pendekatan Komprehensif."

⁹ Muhammad Khalid Mehmood Sajid Dan Hafizoah Kassim, "The Effects Of Reading Aloud Strategies On Text Level Difficulties, Reading Proficiency And Reading Comprehension Skill," *International Journal Of Language Education And Applied Linguistics*, 31 Mei 2019, 85–97, <https://doi.org/10.15282/Ijleal.V9.788>

¹⁰ Habibah Khairani Dkk., "Faktor – Faktor Yang Mempengaruhi Minat Belajar Bahasa Arab Siswa Smp Muhammadiyah 7 Madrasah Tsanawiyah," T.T.

¹⁰ Willi Rahim Marpaung Dan Zulfahmi Lubis, "Strategi Penerapan Lingkungan Bahasa Arab Dalam Meningkatkan Kemahiran Berbahasa Arab Di Pesantren Modern Darussalam," *Inspiratif Pendidikan* 12, No. 1 (30 Juni 2023): 183–91, <https://doi.org/10.24252/Ip.V12i1.39073>.

¹⁰ Syafnan Lubis, Eni Sumanti Nasution, Dan Hilda Khairani Nasution, "Pengaruh Kegiatan Ekstrakurikuler Dan Intrakurikuler Terhadap Karakter Islam Siswa Smp Islam Terpadu Bunayya Bina Ul-Ummah Padangsidimpon," *Forum Paedagogik* 11, No. 2 (6 Desember 2020): 64–80, <https://doi.org/10.24952/Paedagogik.V12i2.3151>.



RESEARCH METHOD

This study employs a quantitative research method. Quantitative research is a method that uses numerical and statistical approaches to measure, analyze, and examine the relationships between variables. The purpose of this research is to present measurable and objective facts based on data collected through various instruments such as questionnaires, tests, or structured observations. The quantitative approach was chosen because it enables the researcher to observe and analyze the influence of the Arabic Club extracurricular program on improving *Maharah Kalam* (speaking skills) at SMPS Muhammadiyah 01 Medan. Through the various activities conducted within the Arabic Club, this approach allows the researcher to assess how these activities support Arabic language learning, particularly in the development of speaking skills.

The subjects of this study were students of SMPS Muhammadiyah 01 Medan who participated in the Arabic Club extracurricular program. The program is attended by students from grades seven to nine who have an interest in learning Arabic, with a total of 40 participants. During the course of the research, the researcher was directly involved in discussions and several activities within the Arabic Club at SMPS Muhammadiyah 01 Medan. To obtain in-depth data, the researcher employed several data collection techniques, including interviews, observation, and questionnaires. Interviews were conducted with two supervisors of the Arabic Club extracurricular program. The aim of these interviews was to understand students' perceptions of the activities within the Arabic Club and whether these activities had a significant impact on their Arabic language skills. In addition, the interviews explored the teachers' views on the Arabic speaking abilities of students who participated in the Arabic Club compared to those who did not. Interviews were also conducted with selected representative students to gain deeper insights into how the Arabic Club extracurricular program contributes to the development of *Maharah Kalam* (speaking skills).

Meanwhile, the observation carried out in this study aims to enable researchers to directly document how activities are carried out in the extracurricular Arabic club and the methods applied in the learning process in the extracurricular Arabic club. Observations were carried out for 2 months. The questionnaire was distributed to students with the aim of knowing the students' point of view on extracurricular Arabic club activities in improving *maharah kalam*. The questionnaire used in this study uses a Likert scale, in order to measure the level of student agreement with the Arabic club extracurricular activities in improving *maharah kalam*.

RESULT AND DISCUSSION

This study utilized a questionnaire as the primary data collection instrument, which was administered online via Google Forms. The questionnaire was distributed to a population of 40 students from grades VII to IX who actively participated in the Arabic Club extracurricular program at SMPS Muhammadiyah 01 Medan. From this

population, the researcher selected a sample of 38 students, based on the Isaac and Michael sampling table with a 1% margin of error.¹¹

N	S		
	1%	5%	10%
10	10	10	10
15	15	14	14
20	19	19	19
....
40	38	36	35
45	42	40	39
50	47	44	42
60	55	51	49

Table 1.1 Isaac and Michael

Isaac and Michael's Sample Size Determination Table¹²

This study involved 40 students who participated in the Arabic Club extracurricular program. The activities within this program included several engaging components such as group discussions, conversation practice, games, role-playing, master of ceremony training, and speech delivery. The primary objective of these activities was to train one of the key Arabic language skills, particularly *Maharah Kalam* (speaking skills), in an active and contextual manner. Based on the questionnaire data distributed by the researcher and completed by students actively involved in the Arabic Club, the following descriptive statistical results were obtained:

Variable	N	Minimum	Maximum	Mean	Std.Dev
Arabic Club Activities	40	60	95	78.45	8.126
<i>Maharah Kalam</i> (Speaking Skill)	40	58	93	75.87	7.642

Table 1.2

Based on the table above, the high average score for Arabic Club activities, which is 78.45, indicates that students gave a positive response toward the extracurricular program. Meanwhile, the average score for *Maharah Kalam* (speaking skills) was 75.87,

¹¹ Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif Dan R&D* (Alfabeta, 2017); Dr Karimuddin Abdullah Dkk., "Metodologi Penelitian Kuantitatif," 2022.

¹¹ Sidik Priadana Dan Denok Sunarsi, *Metode Penelitian Kuantitatif* (Tangerang: Pascal Books, 2021).

¹² Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif Dan R&D* (Alfabeta, 2017).



suggesting that students perceived their Arabic speaking proficiency as fairly strong. The analysis results show that the majority of students agreed or strongly agreed with the benefits of the Arabic Club activities in enhancing their speaking skills. The highest score was observed in the indicator “*Arabic Club activities provide sufficient opportunities to speak Arabic (muhadatsah)*”, with an average of 3.30. This suggests that students felt facilitated and supported in developing their Arabic speaking abilities. Overall, the average scores for all questionnaire statements fell within a high category, indicating that the Arabic Club extracurricular program has made a positive contribution to the improvement of one of the key Arabic language skills—*maharah kalam*—among students at SMPS Muhammadiyah 01 Medan.

During the two-month observation conducted by the researcher, several types of activities in the Arabic Club extracurricular program were recorded. These activities directly contribute to strengthening key components of *Maharah Kalam* (speaking skills). Occasionally, the activities carried out in this extracurricular program are showcased during talent shows at SMPS Muhammadiyah 01 Medan, which are held every Wednesday and Friday for approximately one hour. All students are gathered in the school courtyard to watch performances from various extracurricular groups on a rotating basis. This routine has increased students’ enthusiasm for participating in the Arabic Club, as they are motivated to give their best during each performance. Besides serving as a platform to practice *maharah kalam*, the Arabic Club also aims to foster self-confidence, courage, and the expansion of vocabulary and sentence structure in Arabic. The collaborative nature of the activities also instills values such as teamwork, responsibility, and creativity among its members. Furthermore, the Arabic Club supports the *experiential learning* approach, where students learn through direct involvement and reflection on the activities they engage in¹³. This aligns closely with Kolb’s Experiential Learning Theory, which emphasizes that concrete experiences significantly enhance understanding and skill development.

This is in line with the experiential learning theory proposed by David Kolb, this theory emphasizes direct experience can improve understanding and language skills more effective¹⁴. The activities held in this extracurricular program are in line with David Kolb's (1984) learning cycle¹⁵. The main figure in this theory, states that effective learning occurs through four cycles, namely, concrete experience (direct experience), for example students speak the language through role-playing activities, reflective observation (reflection of experience) students evaluate their performance or provide

¹³ Dina Mustika Ishak Dan Efi Nur Fitriyanti, “Pengaruh Pembelajaran Bahasa Arab Maharah Qira’ah Untuk Siswa Madrasah Aliyah Terhadap Pemahaman Budaya Arab,” 2020;

¹³ Abdul Kholiq, “Media Pembelajaran Bahasa Arab,” T.T.; Abdul Manan Dan Ulyan Nasri, “Tantangan Dan Peluang Pendidikan Bahasa Arab: Perspektif Global,” *Jurnal Ilmiah Profesi Pendidikan* 9, No. 1 (2 Februari 2024): 256–65, <https://doi.org/10.29303/Jipp.V9i1.2042>.

¹⁴ Amalia Sapriati, Mukti Amini, Dan Siti Aisyah, *Experiential Learning*, 1 Ed., Vol. 1 (Penerbit Universitas Terbuka, 2023).

¹⁵ Martono Dan Karolin, “Implementasi Model Pembelajaran Experiential Learning Sebagai Bagian Dari Program Sekolah Ramah Anak.”

feedback to friends or teachers, abstract conceptualization (concept formation) students connect experiences with language rules or materials they have learned, and active experimentation (active experimentation) students try again dialogue in Arabic with better techniques or strategies¹⁶. As for the support from teachers or coaches in Arabic club extracurricular activities, it is also reflected in the average score of 3.00, which shows students' positive perceptions of the role of teachers in fostering Arabic club extracurricular activities with the aim of improving *Maharah Kalam* skills. In addition, the level of confidence of students in speaking Arabic in public has also increased, which is one of the important indicators in mastering maharah kalam.

Based on reliability, which is done by looking at the correlation value between the item and the total score¹⁷. All items show the value of $r \text{ count} > r \text{ table}$ (0.312) at a significant level of 5%, so all items are declared valid. The reliability test resulted in a Cronbach's Alpha value = 0.872, which means that the questionnaire instrument has excellent internal consistency and can be trusted. Based on the normality test, the data was conducted using Kolmogrov-Smirnov:

Variable	Sig.(2-tailed)
Arabic Club	0.126
<i>Maharah Kalam</i> (Speaking skill)	0.082

Because the value of Sig. > 0.05, then the data is normally distributed.

Furthermore, linear regression test is used to determine how much influence Arabic Club activities have on maharah kalam.

Modal summary

R	R Square	Adjusted R Square	Std.Error
0.689	0.475	0.462	5.601

R Square value = 0.475, meaning that Arabic Club activities have an influence of 47.5% on students' maharah kalam, while the rest is influenced by other factors.

Model	B	Std.Error	T	Sig
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¹⁶ Wahyuni Christiany Martono Dan Lina Anastasia Karolin, "Implementasi Model Pembelajaran Experiential Learning Sebagai Bagian Dari Program Sekolah Ramah Anak," 2022.

¹⁷ Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif Dan R&D* (Alfabeta, 2017); Syafrida Sahir, *Metode Penelitian Kuantitatif*, 1 Ed., 1 (Yogyakarta: Penerbit Kbm Indonesia, 2021); Sidik Priadana Dan Denok Sunarsi, *Metode Penelitian Kuantitatif* (Tangerang: Pascal Books, 2021).



(constant)	32.115	4.026	7.977	0.000
Arabic Club	0.559	0.073	7.654	0.000

Based on the above results, the linear regression equation is: *Maharah Kalam* = 32.115 + 0.559 (Arabic Club) This shows that every 1 point increase in Arabic Club activities will increase *Maharah Kalam* by 0.559 points.

Extracurricular which is an activity outside formal lesson hours that has the aim of expanding or improving lessons and developing students' interests and talent¹⁸. Extracurricular Arabic club is present at SMPS Muhammadiyah 01 Medan with the aim of improving Arabic language skills, especially *Maharah Kalam* with fun activities and better infrastructure¹⁹. With more intense coaching and certainly students who take part in this Arabic club extracurricular are students who are truly interested and interested in Arabic lessons. And make this Arabic lesson more acceptable to students.

The results of the study showed that the Arabic club extracurricular activities contributed significantly to the improvement of students' *Maharah Kalam* at SMPS Muhammadiyah 01 Medan²⁰. This is reinforced through quantitative data from the questionnaire which shows that most students agree and strongly agree to the questions given regarding the improvement of Arabic speaking skills after participating in Arabic club extracurricular activities²¹. This finding was deepened through the results of direct observations and in-depth interviews with the Arabic club extracurricular teacher conducted over several meetings, the researcher saw that students were actively involved

¹⁸ Zulfa Amalia Wahidah Dan Faiq Ilham Rosyadi, "Mumrasah Extracurricular Learning And Its Effectiveness In Improving Arabic Speaking Skills," *Alsuna: Journal Of Arabic And English Language* 4, No. 1 (27 Juli 2021): 74–91, <https://doi.org/10.31538/Alsuna.V4i1.1086>;

¹⁸ Yoni Marlius, Bambang Bambang, Dan Metsra Wirman, "The Efforts To Improve Students' Arabic Speaking Skills Through Language Environment Activation: A Study Of Phenomenology," *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab Iain Palangka Raya* 9, No. 1 (1 Juni 2021): 35–48, <https://doi.org/10.23971/Altarib.V9i1.2585>.

¹⁹ Abdul Kholiq, "Media Pembelajaran Bahasa Arab," T.T.

¹⁹ Mahbub Mahbub Dan Riska Khusnul, "Pengembangan Media Audio Visual Untuk Pembelajaran Maharah Istima' Di Madrasah Tsanawiyah Al-Amiriyah Blokagung Banyuwangi," *Tadris Al-Arabiyyat: Jurnal Kajian Ilmu Pendidikan Bahasa Arab* 2, No. 2 (31 Juli 2022): 252–64, <https://doi.org/10.30739/Arabiyyat.V2i2.1629>.

²⁰ Bambang Bambang Dkk., "Planning And Strategies For Maharah Al-Kalam Learning Arabic Language In Madrasah," *Waraqat: Jurnal Ilmu-Ilmu Keislaman* 8, No. 1 (30 Juni 2023): 91–100, <https://doi.org/10.51590/Waraqat.V8i1.457>;

²⁰ Wahyu Asyhari, "Media Short Movie Terhadap Pembelajaran Maharah Al-Istima' Dan Maharah Al-Kalam Di Smp Muhammadiyah 1 Godean Yogyakarta," *Ihya Al-Arabiyyah: Jurnal Pendidikan Bahasa Dan Sastra Arab* 8, No. 1 (1 Januari 2022): 1, <https://doi.org/10.30821/Ihya.V8i1.12223>;

²⁰ Riska Khairani, Fitrah Loka, Dan Muhammad Zaki Mubarak, "Analysis The Use Of Image Matching Media And Arabic Mufrodad From Moh's Uzer Usman Perspective.," 2022.

²¹ Zulfa Amalia Wahidah Dan Faiq Ilham Rosyadi, "Mumrasah Extracurricular Learning And Its Effectiveness In Improving Arabic Speaking Skills," *Alsuna: Journal Of Arabic And English Language* 4, No. 1 (27 Juli 2021): 74–91, <https://doi.org/10.31538/Alsuna.V4i1.1086>;

²¹ Jihan Afifah Rohadatulaisi, Iis Susiawati, Dan Moch. Hasyim Fanirin, "Penggunaan Metode Audiolingual Pada Pembelajaran Maharah Al-Kalam Di Madrasah Tsanawiyah," *Incure, International Journal Of Educational Resources* 5, No. 4 (22 Desember 2024): 357–67, <https://doi.org/10.59689/Incure.V5i4.1057>.

in several activities organized in this extracurricular activity. Student interaction in these activities showed an increase in student courage, fluency in speaking Arabic and an increase in their vocabulary in Arabic conversation.

However, several challenges were identified in the implementation of the Arabic Club, including the varying levels of language proficiency among students, limited time allocation, and the lack of a structured curriculum specifically designed for extracurricular Arabic Club activities²². Nevertheless, these challenges can be addressed through creative and adaptive approaches, such as grouping students based on their language proficiency levels and utilizing supportive media tools to assist learning. Thus, it can be concluded that the Arabic Club serves not only as a platform for practicing speaking skills (*maharah kalam*), but also as a means to enhance all core Arabic language skills²³. This creates a dynamic and collaborative language learning community that effectively supports the achievement of Arabic language learning objectives.

CONCLUSION

Based on the results of the study, it can be concluded that the Arabic Club extracurricular program has a positive and significant impact on improving students' speaking skills (*maharah kalam*) at SMPS Muhammadiyah 01 Medan. Students' active participation in activities such as role-playing, speeches, Arabic-language master of ceremony, games, and discussions significantly contributes to their fluency, confidence, and mastery of Arabic vocabulary and structure. The strength of this research lies in its practice-based learning approach conducted outside the formal classroom, which has proven to produce tangible outcomes in enhancing students' Arabic language skills. However, a limitation of this study is its relatively narrow sample, which is confined to a single school, and its reliance solely on questionnaire-based data collection instruments. For future research, it is recommended to adopt a mixed-methods approach to obtain more comprehensive and in-depth insights into the effectiveness of the Arabic Club in Arabic language education.

²² Dina Mustika Ishak Dan Efi Nur Fitriyanti, "Pengaruh Pembelajaran Bahasa Arab Maharah Qira'ah Untuk Siswa Madrasah Aliyah Terhadap Pemahaman Budaya Arab," 2020;

²² Abdul Kholiq, "Media Pembelajaran Bahasa Arab," T.T.; Abdul Manan Dan Ulyan Nasri, "Tantangan Dan Peluang Pendidikan Bahasa Arab: Perspektif Global," *Jurnal Ilmiah Profesi Pendidikan* 9, No. 1 (2 Februari 2024): 256–65, <https://doi.org/10.29303/Jipp.V9i1.2042>.

²³ Syafnan Lubis, Eni Sumanti Nasution, Dan Hilda Khairani Nasution, "Pengaruh Kegiatan Ekstrakurikuler Dan Intrakurikuler Terhadap Karakter Islam Siswa Smp Islam Terpadu Bunayya Bina Ul-Ummah Padangsidimpuan," *Forum Paedagogik* 11, No. 2 (6 Desember 2020): 64–80, <https://doi.org/10.24952/Paedagogik.V12i2.3151>;

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